“TheAcademic Stress and Adjustment for Gender difference in adolescence, a case study of CBSE schools in urban and rural areaof Manipur.”

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INTRODUCTION

In this new scientific era of globalization trend in the world with lots of latest invention and fast development taking place,also faces a numerous counting of stress in every aspects of field throughout the whole life of every people living. This stress were apply to every individual may be within their families, school, friends, business organization or any other. Stress is physiological, sociological and psychological disturbances in balancing the action or situation.

It is our mental, physical,social, emotional, behavioral reactions to any demand &threats. Stress is divided in to two part Positive stress & negative stress. Positive stress is called eustress & negative stress is called distress. Positive stress is a stress when the situation provides an opportunity to a person to achieve something. It acts like a motivator for good performance. Stress is negative when a person suffers physical, emotional, social, organizational problems.

While we can think of adjustment as psychological survival in the same way as biologist uses the term adaptation to describe physiological survival. Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. According to **Gates**, **Jershid**et al., (1978) "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

Academic stress in the student can be very difficult and needed more effort for both parents and the students itself. Stress has been capturing the students in order to compete the competitiveness among students has become increase intense in every direction in this new scientific trends of globalization world. As these consequences results in positive stress. However, overstress causes problems and discomfort, and can have serious effects on people being a negative stress. Specifically, student faces the stress when they enter in it completely. Adolescence stage of both the gender difference is consider as storm and stress(Hall,1904) and as one of the most difficult and challenging period

of life due to the changes in physiological changes, psychological changes and social changes.

Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety.

Adolescence is a transition period in which many changes take place. It may be physical, psychological or emotional changes. During this stage, they look for autonomy from their parents and like to take independent decisions with regard to their education, living matters, future career etc.,. This act of them seems indifferent to parents, teachers and significant others in their environment. The indifferent behaviors in adolescents will create a bad impression in the minds of the parents and they in turn have reactive attitude to them. Adolescents try to maintain privacy in all their matters concerned. They hide their deviant behaviors from their parents and teachers and develop isolated behavior. Similarly, in school teachers and friends play a vital role in framing the personality of the adolescents. Adolescent students try to find out new friends and develop intimacy between them. They spend most of their time in talking with their friends, chatting and having fun with their friends. On the other hand, the peer group induces the adolescents to experience the risky behaviors such as smoking, alcoholism, teasing and even indulging in sexual experimentation. And with the growth of industries, pressure in the urban areas, quantitative growth in population and various problems in day-today life are some of the reasons which trigger stress. Stress is a condition of strain that has a direct bearing on emotions, thought process and physical conditions of a person. Stress in our society is not something that is invisible. Changes driven by technological opportunities have a huge impact on economy, community as well as on families. We have rocketed into a new way of life, and these changes have had powerful effects on the experience of growing up. Today's children are in a very difficult situation than their parents or grandparents. The present world is the world of achievements but also a world of stress, and has therefore

rightly been called the “Age of Anxiety and Stress” (Pestonjee, 2009) [15]. Considering the extensiveness and impact of these changes, it is understandable that adolescence can be a stressful period of a child’s life. In recognizing the turbulence of adolescence, there is, however, a risk that these stress-related problems could be regarded as an inescapable norm – rather than as an indication that adolescents need help and support. Academic stress is caused due to the examination system, burden of homework and attitudes of parents and teachers. We are a generation where everybody lives breaths and eats competition, where they are constantly encouraged to compare themselves with peer groups. Parental pressure is also responsible to create stress as the emphasis is not given to acquire knowledge but to excel. Some parents intend to compensate through their children. When the adolescents are unable to meet their parent’s expectations, they feel mental stress, frustration, aggression, rejection, depression which may lead to undesirable behaviors including suicide. Statistics from the National Crime records Bureau (NCRM) report has revealed that West Bengal has for the third consecutive year earned the dubious distinction of being the state with the largest number of students committing suicide. The state is however ill-prepared to tackle this menace (Dasgupta, 2010)

The ‘coping’ broadly refers to manage environmental and internal demands and conflicts among demands (Lazarus, 1961). The term ‘coping’ has been used interchangeably with concepts such as mastery, define, adjustment and adaptation.

In spite of the demands of one basic need, society also demands a particular mode of behavior from members. Here adjustment also needs one’s conformity to the requirement of one’s culture and the society. In this way, adjustment does not only cater to one’s own needs but also to the demands of the society.

It is due to such a drawback that the objective of the present research study was frame to understand the relationship between academic stress and adjustment with the adolescents of the gender difference.

OBJECTIVES

- To study the causal factor of stress among the adolescent student of gender wise male and female.
- To study the impact of stress on the academic performance & health of the adolescent student of gender wise male and female.
- To study the coping techniques of adjustment among the adolescent students of gender wise male and female.
- To analyze the level of stress and adjustment experienced by adolescents male and female students studying in the CBSE schools.

REVIEW OF RELATED LITERATURE

Bisht(1980) studies the effect of school-climate and need for academic achievement on the academic stress of students and found that they did not affect academic stress independently, but their interaction was statistically significant among the four components of academic stress-frustration, conflict, pressure and anxiety.

Naresh Kumar (2008) investigated in a study on the sources of academic stress and their influence on the scholastic achievement that – (i) the urban students were higher in their level of stress as compared to the rural area students. (ii) the overall achievement is positively and significantly associated with the level of scholastic achievement.

Pressure over academic grades, lack of time to accomplish personal needs, concern over the future, the financial problems, the meaning and purpose of life, the physical appearance and the job opportunities after graduation were most often perceived as stressors among undergraduate college students (**Gray** and **Rotttmann,** 1988).

In a study of the early and mid adolescents in England and in the United States, **West Charles** *et.al*., (1982) found that the extent of academic stress was the same in the two samples. The four factors of stress that emerged were parental stress, place of studying, importance of school and fear of failure. These factors were common among students from both countries. In the peer stress factor the common variance for the US sample was 33 percent, whereas for the English sample it was 22 percent. The common variances for other factors were roughly equivalent. It was concluded that the variables, social and individual differences were the major contributing factors to academic stress.

Pukar, Lamb and **Bartolovic**(1993) surveyed 222 normal adolescents in a rural high school. The students reported experiencing stressful events related to school, family, friendship, health and transportation. The study is important in view of the contribution towards understanding the stressor faced by rural adolescents; however, lack of standardized tools to measure it keeps the scope of the findings limited.

Kohn and **Fragner**(1986) feel that excessive homework, term papers, examinations and studying for examinations are the most significant factors that cause academic stress.

Omizo*et.al*., (1988) investigates stressors and symptoms in students. in the order of frequency, elementary students cited family problems and school problems; junior school students cited general adolescent problems, peer pressure and family problems; and high school students cited the future, school problems and peer pressure. Students identified psychological, physiological, behavioral and emotional symptoms of stress.

Ramamalini(1993) in her study on academic stress and quality of family support and intelligence in a selected group of high school girl students reported no significant relationship between them. But a significant correlation was found between academic stress and family support.

Flanagan and **Eceles**(1993) studied the effect of change in parental work status on early adolescents' school adjustment before and after transition to junior high school. Based on the pattern of change or stability in parental work status during the two years of study, four groups were compared – deprived, declaiming, recovering and stable. Results indicated that adolescents in deprived and declaiming families were less competent than their peers in stable or recovery families. Adolescents who experienced a decline in work status were most disruptive while most students had difficulty while adjusting to junior high school. The transition was particularly difficult for those students whose parents were simultaneously dealing with changes in work status.

Grant and **Compas** (1995) conducted a study on 55 adolescents in the age range of 11 to 18 years. The diagnosis of cancer in a patient was chosen as a specific stressful event associated with symptoms of anxiety and depression. Results indicated that girls reported more stress caused by family responsibility than did boys and also showed higher occurrence of anxious-depressed symptoms.

Ranamanikhamand **Vasanthal**(2008) conducted a study on the relationship between students academic stress and adjustment in relation to their academic achievement. The findings are – (i) there was a significant positive correlation between academic stress and academic achievement. (ii) the scores of the students on their academic stress gradually increases the qualification of the parents decreased. (iii) the different sibling groups differed significantly on the level of stress. (iv) it was found that as the number of siblings increased, the level of stress score increases.

Moly Kuruvilla(2008) studied the influence of certain psycho-sociological variables on the influence of the academic stress, overall adjustment and scholastic achievement of college students and found that –(i) there is a significant positive correlation between the gender and the academic stress; boys had higher level stress compared to the girls (ii) Science students suffered with higher level of stress compared to the Arts and Commerce students. (iii) Academic Stress is significantly influencing the level of the scholastic achievement.

In a study carried out by **Chanda**and **Chandra** (1985) on adolescent boys and girls of 13 to 17 years, it has been found that (i) attitudes towards school affect the adjustment of an adolescent (ii) students who have a positive attitude towards their school are better adjusted (iii) both emotional and educational help to achieve more in the school, (iv) adolescent boys are better adjusted than adolescent girls.

Vamadevappa(2009) in a study revealed that there is a positive and significant relationship between parental involvement and academic stress among the higher secondary students. Good parental involvement leads to higher academic stress. And the stress of girls is less than the boys among the higher parental involvement group.

Aruna(2008) from a study concluded that stress of X class students had significant influence on their study habits. But, there was no significant difference between the study habits of boys and girls and their level of stress. The study behavior of the students was significantly related to their academic stress and adjustment.

Hartley and Kolene(1988) conducted a study on 'Mild Depression: Its Relation to Stress, Coping and Gender' to find out the relationship of mild depression to global stress, specific stressors, problem-focused coping, emotion-focused coping and gender. The existing theory supported expectations that the non-depressed and the mildly-depressed persons would use different coping styles and the perceptions of stressful events and the quantity of stressful events would be related to mild-depression. Students were identified as either the non-depressed or the mildly-depressed by scores on the Beck Depression Inventory (BDI). A discriminative analysis was made using two measures of stress, two measures of coping and gender as predictors. All variables except problem-focused coping entered the discriminate function. The two measures of stress, emotion-focused coping and the participant's gender differentiated between the mildly-depressed and the non-depressed subjects. The result generally supports the theory of depression as it applies to the mildly depressed persons.

Folkman and **Lazarus** (1980) defined coping as the cognitive and behavioral effort made to master, tolerance or reduce external and internal demands and conflicts among them.

Billings and **Moose** (1981) organized the dimensions of coping into three dimensions according to their primary focus on organizing a situation, dealing with the reality of the situation and handling the emotions aroused by the situation as follows:

a) **Appraisal –Focused Coping**:-

This type involves attempts to define the meaning of a situation and included such strategies as logical analysis, cognitive redefinition and cognitive avoidance.

Logical Analysis: Strategies in this category include trying to identify the cause of the problem, paying attention to one aspect of the situation at a time, drawing on relevant past experiences and mentally rehearsing possible actions and their consequences.

Cognitive Redefinition: This category includes cognitive strategies by which an individual accepts the reality of the situation but restructures it to find something favorable.

Cognitive Avoidance: Included here are such strategies as denying fear or anxiety under stress, trying to forget the whole situation, refusing to believe that the problem really exists and engaging in wishful fantasies instead of thinking realistically about the problem.

In a study by **Arulamani**(1989) on 15 components and 15 disturbed adolescents' aged 15 to 16 years, from a school in a slum, it was found that the family had an important role to play in the development of a competent adolescents. The competent adolescents had better adjustment in all the areas of home, health, school and peers and had better ego-identify unlike the disturbed adolescents. The competent sought social support, accepted responsibilities, had effective self-control and positive self-appraisal and had an effective problem-solving approach to difficulties. The coping styles of the disturbed adolescents were avoidance and escape. The sample size of 15 in each groups limits generalization.

Amandeep Kaur and **Sweepandeep Kaur** (2007) reviewed in their research that – (i) Emotional adjustment and parent-child relationship of adolescents are positively correlated with each other. If the parent-child relation is good and healthy, then a child is emotionally well adjusted.

(ii) There is no significant difference between the boys and girls on their emotional adjustment. The reason for the insignificant may be that there are lots of similarities in culture, politics and environmental conditions of boys and girls.

Teaching experience at the Lab School of Washington has shown that learning-disabled children and adults cope with their lack of self-esteem and feelings of stupidity by developing masks to hide their hurt (**Smith**, 2008). These include masks of super-competence, helplessness, invisibility, clowning, injustice collecting, indifference, boredom, outrageousness, contempt, illness and others.

Academic problems have been reported to be the most common source of stressfor students **(Aldwin& Greenberger, 1987). Schafer (1996)** observed that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans, and boring instructors.

Bossong(1985) studies the influence of stress on 88 secondary students of approximately 15 years of age. Students wrote comments on 1 of 14 fictitious results obtained from empirical studies and then completed assessing school-related stress and anxiety. The fictitious results created four experimental conditions: - they made no mention of stress, merely mentioned stress or indicated that a low or high production of students in the reference group experienced severe stress. They showed that mere mention of stress in the fictitious study did not influence secondary students' perceptions of experienced stress. However, exposure to fictitious study results indicated that a high proportion of reference students experiencing severe stress resulted in increases indications of stress on the questionnaires.

Bhattacharji(1989) in his study in the past three years reported that a number of school children from English medium in the age group of 8 – 14 years lost their mental balance due to their inability to cope with the syllabi prescribed by the school authorities and the expectation of their parents. The study revealed that apart from common neurotic trends and phobic reactions, psychosomatic illness like bronchial asthma, palpitations, stammering were mostly found in children of 1st to 4th standards. The fear of failure to satisfy the school authorities, anxiety and tensions of the parents also, did contribute to the frustration and consequent breakdown of their children.

Behera(2008) found that external controlled persons whether they were from high socio-economic status group or low, did not differ in their level of adjustment. And internally controlled persons from advanced and backward socio-economic status families differ significantly in the adjustment scores.

Bibaceand others (2007) described an interactive computerized teaching program with which students learn to analyze behaviors as examples of psychological defense. Students' satisfaction with the program and their subsequent performance in identifying defense mechanisms identified that the programed was successful in developing analytical skills.

Aneshensaland **Rosen** (1978) present a path analytic model of status expectations that focuses on how sex influences the educational expectations of a large sample (3200 students) of American students. While female and male expectations can be predicted by the same model variables, the process is by no means identical for both sexes. Exogenous background variables have gender effects on females than males. The same sex parent was found to have a greater effect on adolescent expectations than the opposite sex parent.

Asha Batnagar(2007) observed 600 tenth class students of Delhi and found a positive and significant correlation between the academic stress factors and the academic achievement. He also found a significant negative correlation between study habits and academic stress.

Claes(1992) evaluated the friendship network, the expectation and level of intimacy with friends as well as the presence of conflict with friends and personal adjustment in adolescents of 12 to 18 years. Results indicated that the number of friends in the network was not significantly correlated with the personal adjustment variables. Lee and others (1992) examined the relationship between coping styles and psychological distress in a non-clinical sample of Hong Kong Chinese adolescents. Results showed avoidance / blaming as a significant and moderately strong predictor of psychological distress in problem areas. Factor analyses suggested that adolescents used relatively similar coping strategies.

(Clark &Rieker, 1986; Linn &Zeppa, 1984). Lesko and Summerfield (1989) found a significant positive correlation between the incidence of illness and the number of exams and assignments. Similarly, Aldwin and Greenberger (1987) observed that perceived academic stress was related to anxiety and depression in college students A number of studies have explored a relationship between stress and poor academic performance

It was found in a study by **Dholakia**(2000) that in teaching practice of the teacher trainees, the graduate teacher trainees received less academic stress than the undergraduate teacher trainees. The graduates, who are less stressed, had more adjustment in their level of teaching practice at the schoolsThe level of teaching practice is also better in the graduates compared to the under graduates.

In a **study Dawood (1995)** revealed that students' stress affects their academic performance. He further showed that the most frequently

mentioned stressor by students was school and fear related stressors. Many teenagers tend to become non-conformist and fall prey to teenage depression in response to a variety of growing up anxieties. However, stress induced fears and anxiety in children adversely affects children's performance at various levels.Generally reaction to stressful situation is based on individual appraisals and interpretations but some situations are inherently more stressful than others. When students interpret stressful situations which are dangerous or threatening they experience feelings of tension, apprehension and worry. They also undergo a range of physiological and behavioral changes resulting from the activation of autonomic nervous system. Theintensity of the reaction is proportional to the magnitude of the perceived danger or threat.

EnEric, Stewart, and Enedima (2002) investigated two factors associated withacademic achievement: acculturation and social support. The sample consisted of ninth-grade students of Mexican decent in a southwestern school district. Resultsindicated that students identified as highly integrated and strongly Anglo-orientedbicultural tended to have higher academic achievement. Social support was perceived as a whole from all four sources. Although no generational effects were identified, females tended to have higher Grade Point Average (GPAs), and perceived more social support, while the males, interestingly, were slightly more acculturated.

Feldstein *et.al*., (1987) investigated how children cope with stress by assessing specific coping styles among 102 seven-year-old and 74 ten-year-old events divided by gender. A transactional model of stress and coping was applied in semi-structural interviews with the students. Results show that emotion management was more prevalent in the older group. Boys reported coping in a relatively more individualistic way; whereas girls gave more importance to the achievement.

The study on Students' coping with Academic and Social Stress in an inner-city middle school reports the findings of several studies designed to examine the situations in the school environment. The setting for these studies was an inner-city intermediate school with approximately 423 students in the academic year 1984-85. Over 95% of the students were American-born Blacks; the rest were Blacks from the Islands or Hispanic. Major findings include the following: students' responses to the academic coping inventory in two successive years to year although there was considerable continuity in students' perceptions of stress level from year to year. This may suggest that coping is not a trait but a complex amalgam of thoughts and behaviors. For the groups of the students at the extremes on achievement and perceptions of stress, some of the differences in coping styles showed more continuity. For example, there seemed to have been a developmental trend toward more positive coping. Students' appraisals of their efficacy in socially-stressful situations appeared to have been more realistic than those in the academic context. Teachers found students with higher achievement being higher in positive academic and social coping behaviors. A number of gender differences in coping styles were revealed (**Fahs**, 1987).

Greenberg (1980) reported that stress is a contributing factor in causing numerous emotional and behavioral difficulties, including depression, anxiety, temper tantrums, child abuse, physical assaults, destructive expressions of anger, feelings of inadequacy or failure, feelings of bitterness and resentment, irritability and impatience.

Grower, Thomas and Shoffner(1992) conducted a longitudinal study of high school adolescents to investigate developmental and gender influence on stress and coping. Life stress was measured through the Adolescent Life Change Event Scale (ALCES) and the ways of coping through open-ended questionnaires. Girls reported more life event stress

in both the tests than boys. Life event stress was greater in a later testing of both girls and boys, but girl scores increased more. (The gender intensification phenomenon may account for the greater disparity in types of stress as girls reported more life events associated with interpersonal and family relationship).

Halamandaris and Power (1999) studied the relationship between personality variables (extraversion; eroticism, and achievement motivation), perceived, socialsupport and overall psychosocial adjustment to university life (measured by absence of loneliness and overall subjective satisfaction). The authors also investigated the relationship between coping with exam stress, psychosocial adjustment and academic performance and predicted psychosocial adjustment to university life from demographic personality, coping and social support and psychosocial adjustment to university life. Emotion focused coping correlated positively with neuroticism and problem focused coping correlated with achievement motivation. Several correlations were reported between personality and the different ways of coping with exam stress. Personality stress was the only variable that significantly correlated with academic performance.

Husain, Kumar and Husain (2008) explored the level of academic stress andoverall adjustment among Public and Government high school students and also to see relationship between the two variables academic stress and adjustment). Results indicated that magnitude of academic stress was significantly higher among the Public schoolstudents whereas Government school students were significantly better in terms of their levels of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Premalatha Sharma (2007) in a study on achievement of rural girls found that poor study habits were highly associated with higher stress. The level of stress also leads to the academic success.

(Panchanath&Shanmugaganiesan, 1992). The behavioral changes due to stress depend up on a large number of variables such as nature and intensity of the stress stimulus, previous experiences of the individual, and the existence and degree of social support in the individual's environment.

Seemanovaand **Marta** (1981) studied anxiety and intellectual abilities in relationship to progress in school by administrating the manifest anxiety scale and test of intelligence structure to high school students and by collecting data on their scholastic achievement. Findings show that scholastic achievement in low-anxiety students depends mainly on their level of intellectual abilities and this relationship was a linear one. High anxiety had a different effect on the student achievement of boys and girls; high anxious boys with an average I.Q. had higher student achievement scores than their high I.Q. counterparts, although this difference was not significant.

Michle, Glahan, and Bray (2001) evaluated factors that influencing the academicself -concept, self- esteem and academic stress for direct and re-entry students in higher education. Establishment of Higher Education (HE) is generally recruiting a more diverse student population. This research has specifically examined differences in the undergraduate student experience of direct and re-entry student. 112 undergraduate direct and re-entry student took part in the study. A six part questionnaire was used to investigate the impact of age, gender, past experiences of school and motivations for participating in HE on correct global self-esteem, academic self -concept and academic stress. Re-entry students

reported the most negative experiences of also evidence to suggest that females experienced more than males. If the reason to participate in HE was for career goals, academic stress levels were the highest. When the reason to participate was for cognitive interest, academic self -concept was positive and those individuals reported the most satisfaction with HE over all. Multiple regression analysis revealed a complex interrelationship of variables relating to academic self -concept, self- esteem and academic stress. These findings suggested in HE cannot be simply explained by age stratification.

Molgoard(1985) examined disorganization, lack of interest in one self and others and found preoccupation, sadness and crying, contrary to natural behavior violence, regression, loss of weight, fear, fatigue, extreme obedience/compliance, absence from school to be the symptoms of children / teenagers under stress.

RESEARCH METHODOLOGY

Research methodology can be explain as a giving idea or plan in which researcher is using various methods & process to accomplish research objectives or target. Researcher methodology is a systematic & formal way to solve a particular research problem. It is a science of learning how research is to be carried out. Researcher describing, explaining, estimating all circumstances related to work are called research methodology. It is also explain as the study of methods by which information & knowledge is earned with a specific topic or areas. The main motive of research methodology is to give the work plan of research.

According to Sidhu (1998), "Research is a systematic method of exploring, analyzing & conceptualizing social life in order to extend, correct or verify knowledge aids in the construction of a theory or in the practice of an art".

Research Design:-

Research design is descriptive in nature. Research design is the overall plan or programme of research. It is common layout for the collection, measurement & analysis of data. In descriptive study information is collected without changing the environment. Descriptive research design used to recognize & gain information on the characteristics of particular problems. Collection of data will be take quantitative & statistical techniques to summarize the information. Descriptive statistics use to obtain the mean and standard deviations.

Data collection:-

1. **Primary Data-**

   Primary data will be collect from CBSE schools students. Primary data will be collecting from gender difference adolescence students

by Survey& Questionnaire methods will be used for gathering information.

2. **Secondary Data**

- Journals
- Magazines
- Websites
- Research publications

Sampling:-

Sampling Unit: Urban and Rural Area of Manipur.

No of Students- I will take the co-education CBSE schools in urban and rural area of Manipur.

1. 250 boys (125 urban + 125 rural)
2. 250 girls (125 urban + 125 rural)

No of Branches- 1

Size of Sample: 500

Source List: Central and private co-education CBSEschools student.

Measuring Scales: -

- ACADEMIC STRESS SCALE**:** It is used to identify and examine the main sources of stress.
- ADJUSTMENT STYLES INVENTORY: It is used to create some such ways of managing the distressing events.

Instruments of Data Collection:-

For quantitative data collection I will use questionnaire method to collect quantitative data through which I will analyze frequency distribution, central value of data, standard deviation, correlation between two variables and T-square test.

Statistical tools:-

Selection of tools & techniques play a very important role in research. The collection of data will be used by some statistical tools like central tendency, and correlation analysis and frequency distribution.

- **Chart and diagrams:** In this research I will use chart and diagram for effective representation of data for better understanding facts of research.
- **Frequency distribution:** Collected data will be distributed in frequencies.
- **Central tendency measurement:** According to collection of data central value of data will be analyze by mean in this study.
- **Standard Deviation:**Standard deviation used to quantify the amount of variation or dispersion of a set of data values.
- **Correlation analysis:** In this research for comparing two variable of research I will use correlation analysis as statistical tool.
- **T-test:** A *t-test's statistical* significance indicates whether or not the difference between two groups' averages most likely reflects a "real" difference in the population from which the groups were sampled.
- **Chi-square:** Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.

HYPOTHESIS

H1. Stress will effect negatively on student academic performance and mental health of adolescence gender wise students.

H2. The coping technique of adjustment will give the positive effect on theperformance of adolescent's students.

H3. The female adolescent's students will face more stress than male students.

H4. The male adolescent's students will have more adjustment than female student

ACTION PLAN

1st and 2nd semester

- Searching related information from literatures.
- Finalizing Topics
- Synopsis Preparation
- Power-point Preparation
- Giving the Presentation -

3rdand4th semester

- Study of research methodology
- Collection of data from different private and central CBSE schools of urban and ruralareas&extensive research work submission of at least research paper in journal of repute

5th semester

- Compilation of data -
- Calculation of the data
- Completion of Data Analysis

6thsemester

- Writing of the summary
- Writing the conclusion
- Writing of the thesis work
- Submission of the thesis.

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